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ABSTRACT

Fifty-five children's books that can enhance the study of international or global education are cited in this annotated bibliography. Dates of publication range from 1960 to 1980. Preceding the bibliography is a brief summary of the Follett textbook units which this bibliography is designed to supplement, as well as a review of the basic Follett text, "Exploring Our World: Regions." The annotations are organized by the following topics, which correspond to the schema of the text: forest regions, desert regions, farming regions, ocean regions, manufacturing regions, trading regions, and political regions. Since the core of each unit of study is the family, many of the books deal with family life throughout the world. Information provided for each annotation includes a summary, implementation strategies (i.e., information such as reading level and tips for using the book), and bibliographic information regarding additional reviews. A bibliography of 133 supplementary books recommended in the Follett text is also included. (RM)

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A REVIEW OF TRADE BOOKS THAT CAN BE INTEGRATED INTO A SOCIAL STUDIES CURRICULUM, AT THE INTERMEDIATE LEVEL, USING EXPLORING OUR WORLD: REGIONS, PUBLISHED BY FOLLETT PUBLISHING COMPANY

U.S. DEPARTMENT OF EDUCATION
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CHAPTER I

INTRODUCTION

The study of Social Studies can contribute more fully to the development of informed and effective participants in our society. One way would be to focus content and instruction more directly on how most people participate in that society--how they spend their time, where they put thier energy. (Superka, 1982)

Over the past several years, a still small but growing number of individuals and organizations in many nations of the world has been working to improve the quality of children's international or global education. (Joyce-Ryan, 1977) The rationale for studying the different cultures, peoples, and values throughout the world is to help children understand and empathize with people of different cultures in order to help them discover themselves. (Joyce-Ryan, 1977)

Children's books can be used to help children develop a positive self-concept. (Shreiber, 1982) By incorporating trade books into a social studies program that includes a textbook as a basis of study, the young reader will better understand ways in which people, values, and cultures will be different. (Shreiber, 1984)

According to John R. Lee, trade books provide a place for the young reader to meet new friends and find out about

new places. He believes there is a special reason for using the trade book in social studies. The child who reads it feels it is his book. The textbook and the encyclopedia are read by all the pupils, but the trade book is special, someone has to read it first. That makes it his to hold to his heart, to share, to brag about, to entice a friend to read it. (Lee, 1974)

The teacher can encourage the reading of trade books as the need arrives. She should provide a variety of trade books from which the pupil can select a book to meet his needs. Also, lists of trade books should be provided to the librarians in the area where the young reader attends school. This will enable the young reader to select a trade book that can benefit him.

Global education should begin as early as possible because children quickly learn stereotypes about other peoples. (Allen, 1981) We, as teachers, by careful planning and instruction in implementing trade books into the young reader's social studies program can help him acquire a positive attitude about things that are different.

Statement of the Problem

A list of trade books will be developed that can be coordinated with the Follett Social Studies program at the intermediate level. The trade books to be reviewed will

serve the pupils in South Bend, Indiana, who are in the district of the LaSalle Branch Library, and the St. John the Baptist Library as well as the Indiana University at South Bend Library.

Purpose of the Study

It is the purpose of this study to develop a program in the area of Social Studies that would benefit both teachers and pupils. To enrich the pupil's knowledge area beyond a textbook is the first purpose of this study. This should in turn help the young reader better understand ways in which people, values, and cultures will be different. The second is to aid teachers and librarians by adding a source of information that can be used to help them incorporate trade books into the Social Studies program within their area.

Organization of the Study

This study will identify the trade books that can be incorporated with the Follett Social Studies series to broaden the pupil's knowledge in the area of social studies.

The text, Exploring Our World: Regions, by Follett Publishing Company will be thoroughly reviewed. Trade books to accompany the text will be reviewed from the LaSalle Branch Library, the St. John the Baptist School Library, and

the Indiana University at South Bend Library. The librarians at all facilities have been contacted and all have agreed to offer assistance in this project. Trade books and how they can be used within a school social studies program appeared to be unfamiliar to the librarians in the area.

The first section will describe the structure of the Follett series and identify the areas of study needed to be researched in order to find the appropriate trade books to be used.

The second section will include the reviews to accompany the Follett series. Followed by the review information on implementation, corollary reviews and location of the book will be noted. These annotations will be arranged to follow the units of study found in the Follett series.

The last part of the study will include a supplementary reading list recommended by Follett, that can be found in the South Bend Main Library.

Limitation of the Study

The time element prevents the expansion of the trade books that could be selected to accompany the Follett series. However, trade book selection should continue, thus adding more resources for the librarians, teachers, and pupils.

GLOSSARY

adaptation -- "adjustment or development of physical structure or behavior patterns in response to natural or cultural environment." (Follett: TG 16B)

comparative study -- to show the relationship between peoples, cultures, values, and regions by using a method of comparison.

culture -- characteristic features of a society; learned behavior of a group. (Follett: 16B)

customs -- usual and accepted behavior or practice among a group of people. (Follett: 16B)

environment -- the conditions and surroundings that have an effect on the development of a person, animal or plant.

global education -- "either the study of foreign peoples and cultures or the study of the foreign policies." (Joyce-Ryan, p. 135)

interaction -- communication, conflict, or cooperation among individuals or groups. (Follett: TG 16C)

interdependence -- "reliance upon the exchange of goods and services among nations or among individuals or groups." (Follett: 16C)

interest level -- the level of interest of the book to the reader.

reading level -- the level at which a pupil reads.

region -- a major geographical area having at least one distinguishing feature.

role -- the part played by someone in a particular event: patterns of behavior adopted by individuals in carrying out specialized functions in a group. (Follett: 16C)

trade book -- in instruction in children's literature, any book other than a textbook written expressively for children.

values -- standards and principles that determine behavior.

FOLLETT SOCIAL STUDIES

HERBERT H. GROSS, DWIGHT W. FOLLETT, ROBERT E. GABLER, WILLIAM L. BURTON and WEDEL D. NILSON Exploring Our World: Regions

316 pp. Follett 1980

Review:

Exploring Our World: Regions introduces pupils to six human-use regions: forest, desert, farming, ocean, manufacturing, and trading regions. In the dual unit organization of the text, pupils first examine a region in the United States, then study a similar region on another continent. A final unit focuses on two cities in the United States - Washington, D.C. and Honolulu - as national and state political regions. The text emphasizes the family, the basic social institution. The core of each unit is the story of a family, the children in the stories being about the same age as those reading the books.

Unit 1 describes life in two representative forest regions of the world. Modern use of forest resources in the United States is compared with the way primitive peoples use the resources of the tropical rain forest in Brazil. The physical environment and life in the two regions are sharply contrasted.

Unit 2 compares life in two widely separated desert regions of the world. The main section investigates the changes that have come to the Navajo Indians living on the Arizona part of the reservation. The subsection examines desert life in Libya, a country that occupies a large portion of the Sahara.

Unit 3 focuses on farming, one of the most important occupations on earth. A farming region in the heart of the American Corn Belt is compared with farming and ranching in the Great Artesian Basin of Australia. Part of the unit presents a story of life on a modern mechanized farm in Illinois. The next part of the unit presents life on a ranch in Australia.

Unit 4 provides two examples of life in ocean regions. The stories emphasize the environment of ocean regions, the diversity of plant and animal life found in the oceans, and the variety of products extracted from the oceans. They point out the significance of tides, currents, storms, waves, and other natural phenomena, how they effect people and places, and what scientists have discovered about the oceans. A comparative study between California and Norway are the two ocean regions explored in this unit. The food, homes, climate, and recreation of the people in the two regions differ somewhat, but are alike in that the sea is important

to the people in these regions.

Unit 5 examines two main kinds of manufacturing - the making of steel and the making of cotton cloth. The setting of the steel story is Pittsburgh, which is located in one of the most important manufacturing regions in the world. The story about the making of cotton cloth takes place in Bombay, India. Here life is quite different from that in Pittsburgh. The stories explain that the raw materials needed for the manufacture of steel are produced by different mining processes, while the raw material needed for the making of cotton cloth is produced by farming. In both stories, attention is given to the need for raw materials, transportation, labor, power, money, and markets in manufacturing regions.

Unit 6 concentrates on world trade because of its increasing importance as the countries of the world exchange more and more goods. Two great seaports selected for study are New Orleans, in our country, and the other, Yokohama, in Japan. In some ways, life in New Orleans and Yokohama is very similar, but in many ways it is totally different. The two stories in the unit tell what these likenesses and differences are.

Unit 7 helps the pupil become acquainted with the political region, a type of region quite different from the other regions to be studied. The characteristics of a political region are identified for the students. Although government operates at many levels, this unit is concerned with national government and state government. Necessarily, the treatment is simple. Concepts related to our national government are conveyed by telling the story of the Wright family. Mr. Wright is described as a member of the House of Representatives. His home is in Wisconsin. The pupils become acquainted with the three major branches of government by visiting the places in which the various functions are performed. A brief history of Washington, D.C. provides reasons for its location and design. Concepts related to state government are conveyed by telling the story of Teo Kahana and his parents. They live in Honolulu. The likenesses and differences of our national government are portrayed. The unique characteristics of our form of government are contrasted with totalitarianism. (Follett, 1980)

CHAPTER II

RECOMMENDED BOOKS FOR FOREST REGIONS

ANNOTATIONS

SONIA BLEEKER The Pygmies, Africans of the Congo Forest

143 pp. Morrow 1968 LCCCN 68-25481

Review:

Illustrated by Edith G. Singer. The author in this book tends to present a well rounded picture of the Mbuti Pygmies. The Pygmies live in the Congo rain forest with little contact with the outside world. They dwell in small nomadic bands, and the book begins as the Mbuti Pygmies are moving the location of their camp. The hunting customs, family structure, religion and history are discussed in the following chapters. The Molimo Ceremony, which is a haunting memorial honoring the dead, is said to be "one of the most beautiful rituals ever developed by a people."

Implementation:

This book should be read by the above average reader in the fourth grade. The illustrations are very good. Much information can be acquired by reading only sections of the book as well as studying the illustrations. This book can be used as a comparative study in social studies when units on forest regions are included in the text.

Corollary Reviews:

None

Location:

LaSalle Branch Library

ALLAN CARPENTER Enchantment of South America, Brazil

88 pp. Childrens Press 1968 LCCCN 68-31311

Review:

The people of Brazil and how they use their land is presented by the author in a variety of ways. The natural treasures and how the people use them is presented in an informative and attractive way. The government of Brazil is discussed and the author notes that the President of Brazil has more power than the President of the United States. Education in Brazil is not available to everyone. Reasons for this vary, according to the author. A chart is presented in the book which gives the percentage of the population of the Brazilians that are either Negro, Indian, or Europeans and Asiatics. There is a "Handy Reference Section" found at the end of the book.

Implementation:

Average readers in grades four through six could benefit from this book. Information of many areas of social studies can be found in this book. Units in social studies that include political regions, ocean regions, trade regions, and forest regions could best use this book as a part of a comparative study. The excellent charts, maps and pictures help the young reader understand the information.

Corollary Reviews:

None

Location:

LaSalle Branch Library
St. John the Baptist School Library

DELLA GOETZ Tropical Rain Forests

64 pp. William Morrow 1957 LCCCN 57-6083

Review:

Illustrated by Louis Darling. Goetz defines the places that are always hot, humid, and rainy as part of the definition for a tropical rain forest. She uses maps to show the location of the irregular green belts around the earth and near the equator. A variety of trees and foilage along with the animals of the forests are noted and illustrated. Different Indian tribes who live in the Amazon Rain Forest from head hunters to people who live in peace with men of other tribes and races are discussed. The Indians of Asia and Africa and their differences are noted by the author.

Implementation:

Goetz writes an informative book about the tropical rain forests at a level the young reader can understand. The readability level is low, and the interest level is high. A fourth grade social studies program that includes a comparative study of forest regions could use this book as a source of information.

Corollary Reviews:

Chi Sun Tribune pt. 2 p. 9 M12, 57 8W by B. M. Parker
Christian Sci Monitor ps. J1 3'57 70W
Kirkus 25:143F 15'57 90W
Library Journal 82:1690 Je 15'57
NY Herald Times p. 40 Je 9'57 70W
NY Times p. 40 Je 9'57 90W

Location:

LaSalle Branch Library

GEORGE H. T. KIMBLE and RONALD STEEL Tropical Africa Today

210 pp. McGraw-Hill 1966 BABA 75432106987

Review:

The authors have adapted the original Twentieth Century Fund study of tropical Africa to bring young people a timely and somewhat understanding of the different areas south of the Sahara Desert and north of the Republic of South Africa. Many topics are explored in depth and tropical Africa as a cultural area is explored. The people and the land are discussed in detail. Population growth, distribution, and the classification of the Africans are noted by the author. The slave trade depopulated many areas. dislocated the economy, removed the young and virile, spread diseases, and introduced new ones. Kimble and Steel reveal much information in this area. A black and white diagram shows an economical plan for packing slaves into the lower level of a ship. The missionaries and the impact that they had on tropical Africa is discussed, along with the accomplishments that Christianity brought to tropical Africa.

Implementation:

Grades six through nine would most benefit from this book. The high average reader in the intermediate grades could also gain much information from this. Tradition and change in African life can be found by the young reader. A comparative study of tropical Africa and other forest regions of the world can be implemented into a social studies program which includes forest regions as a part of its text. The study of the African people and diverse lands can also be implemented into a cultural unit of study.

Corollary Reviews:

Book Week p. 18 Ap 9'67 100W
Library Journal 92:894 F 15'67 130W
NY Times Bk R pt. 2, p. 2 N 6'66 250W

Location:

LaSalle Branch Library

PATRICIA LAUBER Junior Science Book of Volcanoes

63 pp. Garrard 1965 LCCCN 65-18539

Review:

Illustrated by Matthew Kalmenoff. What is a volcano? What causes it, and how do different volcanoes behave? These questions are answered by the author in this book. Much information is written about famous volcanoes' eruptions that have buried whole towns in distant ages and more recent times. The dramatic story of Dionistio Polido, a Mexican farmer, who witnessed the birth of a volcano, is told in detail in this book. The work of scientists who study volcanoes is explained. How eruptions can be predicted is also explained in this book.

Implementation:

Lauber introduces the young reader to the study of volcanoes. The readability level is low and the interest level is high. Areas os study that include forest regions as a part of the social studies program could benefit from using this book as a source on the study of volcanoes. This book can be used as a comparative study of volcanic regions throughout the world.

Corollary Review:

Commonweal 83:161 (N t'65) 20W
Library J 90:5078 N 15'65 50W

Location:

LaSalle Branch Library
St. John the Baptist School Library

RITCHIE PERRY Brazil, The Land and Its People

63 pp. Silver Burdett 1978 ISBN 0-382-06182-9

Review:

The author portrays Brazil as a land of many faces. He states that Brazil is a melting pot of many cultures. The Indians, Portuguese, Japanese, and Germans are discussed as a part of the Brazilian society and culture. Customs, family life, and education are topics covered by the author. The breakdown of democracy, along with military take over is presented to the young reader in a manner that he can understand. Information on the Amazon and surrounding areas provided by the author who states that the area is the key to the nation's future. A reference section includes the geography and government, history, fine arts, and economy. Many maps and illustrations are also found throughout the book.

Implementation:

The average fourth grade reader can enjoy and learn from this book. The illustrations and maps are excellent. Units of study in a social studies program that includes forest regions, trade regions, and political regions would benefit by having this book ncluded as a part of the social studies program. Implementation of this book can take place at the fourth grade level.

Corollary Reviews:

None

Location:

LaSalle Branch Library

FRANCES SMITH The First Book of Mountains

83 pp. Franklin Watts 1964 LCCCN 64-17791

Review:

The author discusses the earth's interior and the formation of mountains. He writes about the three ways the various interior pressure acts to build mountains. Mountains made by folding, faulting, and volcanism are discussed by Smith. The wearing down of mountains by the elements are told by the author in this book. The people of the Himalayas are the mountain people written about in this book. The customs, dress, and ways of making a living are noted by the author.

Implementation:

Smith discusses the earth's interior at a level the young reader can understand. Average fourth grade readers can easily understand the information in this book. The readability level is low, and interest level is high. Grades three through five could also use this book for a comparative study. The many different ways people live in the various mountain regions of the world can also be used in a comparative study. A fourth grade social studies program that includes either forest regions or mountain regions could benefit by using this book as a source for its information in regional studies.

Corollary Review:

None

Location:

St. John the Baptist School Library

RECOMMENDED BOOKS FOR DESERT REGIONS

ALLAN CARPENTER Enchantment of America, Arizona

93 pp. Childrens Press 1966 LCCCN 66-11611

Review:

The author begins his story with the Baron of Arizona. The Grand Canyon along with the Colorado River, the Gila River and the Little Colorado River are discussed by the author. The Great Pueblo period in Arizona dates from 700 A.D. through the late 1200's according to the author. National monuments are also discussed. Montezuma Castle National Monument is but one of the monuments noted by Carpenter. Information about the Indian tribes who lived in Arizona both past and present are discussed by the author. A reference section that includes instant facts, a time line, annual events, and thinkers, doers, and fighters are also found in this book.

Implementation:

Grades four through six can use this book as part of practically any social studies program. Areas in the study of desert regions would mostly benefit from the information presented in this book. Units involving a comparative study of Indians could also benefit from the information in this book.

Corollary Reviews:

None

Location:

LaSalle Branch Library

EUGENE GORDON Saudi Arabia in Pictures

64 pp. Sterling 1973 ISBN 0-8069-1168-9

Review:

The author writes about Saudi Arabia and its people. He writes about the history of the country which includes a section of the book on the birth of Islam. The government's effect on Saudi Arabia is discussed along with the economy of the country. Black and white photographs illustrate the areas that the author writes about.

Implementation:

This is an excellent book for the above average intermediate reader. The book can be implemented into a social studies program that includes units on religion, politics, and economics. Many interesting photographs would benefit the young reader.

Corollary Review:

None

Location:

LaSalle Branch Library

CHARLES R. JOY Getting to Know the Sahara

64 pp. Coward-McCann 1963 LCCCN 63-7744

Review:

Illustrated by Haris Petie. The author takes us backward and forward in time as he writes the story of the vast Sahara desert. Explorers who gave their lives to map the Sahara are noted by the author. The terrain and climate are discussed in detail by Joy. The many kinds of desert dwellers of different races and religions and their different ways of life are presented to the young reader. Sixty-two towns are visited. The author attends a desert school in a tent, wanders with nomads, and tends crops with the date farmer of the Oasis.

Implementation:

A fourth grade social studies program that includes desert regions as a unit of study could use this book for a comparative study of desert regions. The readability level is low, and the interest level is high. The presentation of the information in this book can be easily understood by the young reader. The reinforcing agents are the maps and pictures that are included in this book.

Corollary Reviews:

None

Location:

LaSalle Branch Library

DAVID C. KNIGHT The First Book of Deserts

83 pp. Franklin Watts 1964 LCCCN 64-11922

Review:

Approximately one-fifth of the total land surface of our globe is covered by desert soils, equal to an area to that of Africa as stated by Knight in this book. He shows by using maps where the desert regions throughout the world can be located. Black and white pictures show the dunes in a variety of shapes and sizes. Human habitation in deserts is noted. Nomads and farmers make up the largest part of the population of the desert according to the author. About four percent of the world population is said by Knight to live in the desert. Desert plants are discussed and photographs illustrate how desert plants tend to be spaced widely apart.

Implementation:

The readability level is low, and the interest level high. Excellent information about deserts is presented to the young reader in a clear and comprehendable fashion. This book can be implemented into a fourth grade social studies program that would include a unit on desert regions. A comparative study of deserts throughout the world would enable the fourth grade student to understand how desert life differs according to its location.

Corollary Review:

Horn Bk 40:393 Ag'64 20W
Library J 89:2875 J 1'64 70W
Natur Hist 73:11 N'64

Location:

LaSalle Branch Library

ALICE MARTENS Children of the Kalahari

42 pp. Bobbs-Merrill 1966 LCCCN-AC 66-10941

Review:

Unkra, a young girl who lives in the Kalahari Desert, is the central character in Marten's story. The bushman, a primitive people, each have their own leader. Unkra moves from place to place with the band of which her father is the Chief. Once the food has been eaten and the water in the waterhole dried up, the band must move. The author tells of the bushman who live on berries, roots, and game, who plant no crops and herd no flocks, move about in bands, each with its own leader. Martens expands on the relatives in the band and the jobs that they must do in order to survive in the desert.

Implementation:

This is an excellent book to do a comparative study on desert regions. A fourth grade social studies program that includes deserts as a unit of study could use this book as a source for study. The readability level is low, and the interest level is high. Grades four through six could benefit from having this book implemented into their social studies program.

Corollary Review:

None

Location:

St. John the Baptist School Library

RECOMMENDED BOOKS FOR FARMING REGIONS

NOELLE BRUN Micias Boy of the Andes

48 pp. Follett 1968 ISBN 0-695-45-704-7

Review:

Brun writes the story of a young boy who lives in the Andes Mountains of Ecuador. He discusses the land and the people of Ecuador. The pictures portray Micias in his own environment. The Indians are described as the poorest people in Ecuador by the author. The culture of the Indians is expanded upon by Brun. Education, religion, and the economy in Ecuador is also discussed by the author.

Implementation:

Micias Boy of the Andes is an excellent book for the young reader. The readability level is low and the interest level is high. Average readers in the third grade could easily gain information from this book. Grades three through five could implement this book in the social studies program. Areas of study that include either mountain regions, trade regions, or farming regions as a unit of study could use this book. The pictures portrayed by the artist are a reinforcing agent for the young reader.

Corollary Reviews:

None

Location:

St. John the Baptist School Library

JANE DUNCAN Brave Janet Reachfar

52 pp. Seabury 1975 ISBN 0-8164-3130-2

Review:

Illustration by Mairi Hedderwick. The story is set in the Highlands of Scotland. A young girl named Janet Reachfar lives on a farm facing the sea. Her pets were Fly, her dog, and Angus, the ferret. Janet lived with her parents, grandparents and Aunt Kate. A snowstorm begins and the flock on the High Moor must be brought back to the shelter. This was a forbidden place for Janet and Fly. Janet decided to go to the East Hill to bring the ewes back from the East Hill. Twenty-nine sheep were accounted for and none missing. An adventure begins as Janet and Fly search for the lost sheep. Taking a new born baby lamb back to the shelter becomes dangerous for Janet and Fly. The farm hands find Janet and take her back to the farm. She must face her grandmother and account for her disobedience. Understanding Janet's situation by her grandmother leads to her grandmother's forgiveness.

Implementation:

This book is for the average fourth grade reader. The story can be implemented into a social studies program that contains units on agriculture or farming. A comparative study of a variety of farming areas that would include this book would be beneficial.

Corollary Reviews:

None

Location:

St. John the Baptist School Library

MARIE and DOUGLAS GORSLINE North American Indians

30 pp. Random House 1977 ISBN 0-394-83579-9

Review:

The author writes about the arrival of the Indian from Asia, the Europeans as they began to settle North America and the tribes who lived here at that time. The book tells how some of those tribes lived when the European settlers first came. A map shows where the tribes lived. The Algonkian tribes were first met by the settlers. They hunted and fished along the Atlantic Coast. Many other tribes are discussed in the book. The Seminole, Iroquois, Sioux, Comanche, Cheyenne, Apache, Navajo, and Hopi are some of the Indians written about in this book. Color pictures and drawings are used to illustrate much of the written information.

Implementation:

Young readers can use this book to gain further knowledge on the North American Indians. The readability level is average and the interest level high. Grades three through six could use this book as a part of a comparative study of Indians in the United States. A social studies program that includes early pioneers as a unit of study could use this book as a part of its program. Programs that also include farming regions as a unit of study could use this book as source for information.

Corollary Reviews:

None

Location:

LaSalle Branch Library

RUTH MORRIS GRAHAM The Happy Sound

28 pp. Follett 1970 ISBN 0-695-83676-5

Review:

Jeanne-Marie is one of four children who live on a bananna farm with her parents in Haiti. Mama - Joseph wanted to save the money for more land but Papa Joseph and the three boys wanted to buy a donkey to carry the banannas to market. Papa Joseph trades a pig for a donkey. The donkey is sick and has sores between its ears. The family gets the donkey home and is afraid to face Mama - Joseph. Mama - Joseph scolds everyone and makes Papa Joseph look like a foolish man. Jeanne-Marie supports her father and begins to care for the sick donkey. As the story continues Gabriel, the donkey, becomes a worker for the Joseph family and becomes attached to Jeanne-Marie. Gabriel, who is afraid of storms, becomes spooked and is stranded on a mountain ledge. Jeanne-Marie becomes the heroine and rescues Gabriel. The story concludes as Gabriel is crying out with a happy sound.

Implementation:

This is an excellent book for young readers at the high third grade or average fourth grade level. Decisions are made that effect the entire family. A unit that includes agriculture as a part of the social studies program could use this book as a comparative study in farming.

Corollary Reviews:

None

Location:

St. John the Baptist School Library

CARL S. HIRSCH Famous American Indians of the Plains

93 pp. Rand McNally 1973 ISBN 0-528-82475-9

Review:

Illustrated by Lorence Bjorklund. Hirsch tells the story of the Plains Indians from the coming of the horse to the last days of enforced farming on the reservations. He discusses their lives and the importance of the buffalo to the Indians. The basic reasons behind the clashes between whites, and Indians and the tragic misunderstandings which he states ave not been reconciled to this date are discussed by the author.

Implementation:

This book can be implemented into a fourth grade social studies program that includes farming regions as an area of study. The excellent information on the Indians of the plains regeions could also be compared in a global/thrust study to the Indians in different sections of the world. The readability level is low, but the interest level is high. The information presented by the author is of interest not only to the young reader but the older reader as well.

Corollary Reviews:

None

Location:

LaSalle Branch Library

JOHN W. MOYERS Famous Indian Chiefs

86 pp. Donohue 1957 ICCCN 57-8406

Review:

Illustrated by James L. Vlasanty. Moyer selects eleven famous Indian chiefs to write about in his book. The Indians discussed are Red Jacket, Black Hawk, Tecumseh, Yoholo-Micco, Osceola, Red Cloud, Dull Knife, Sitting Bull, Geronimo, Chief Joseph, and Quanah Parker. Colored pictures as well as black and white illustrations are used to identify Indian artifacts as well as maps to show the location of where each Indian chief lived. The author writes about each Indian chief in detail. The tribe to which the chief belongs is discussed, along with the terminology of names that is used within the tribe. Many treaties and decisive battles with the Americans involving the famous chiefs are noted by the author.

Implementation:

This book can be implemented into the social studies program at the fourth grade level. The readability is at a low level, but the interest level is high. The information in this book can be of interest at the intermediate level as well as the adult level. The information in this book can be used as a comparative study of the Indians in the United States.

Corollary Reviews:

Book List Reviews
Chicago Sunday Tribune p. 9 N 14'54 70W
Library Journal 79:2497 D15'54 80W
N. Y. Times p. 11 D19'54 40W

Location:

St. John the Baptist School Library

PHYLLIS NAYLOR A New Year's Surprise

31 pp. Burdett 1967 LCCCN 67-16758

Review:

A young farm girl named Pari who lives in Iran is the focal character in this story. The author uses many Iranian names and customs to help the young reader receive a clear picture of the life that is lead by the Iranian people. "Helpful Words," a section in the back of the book, gives both the pronunication and the meaning of the Iranian words the author uses in her story. The children are anxiously waiting for New Year's Day. Little money puts a damper on the holiday until a new baby lamb is born. The author creates a story on the love of a family and how they overcome many problems.

Implementation:

This story can be implemented into a social studies program that would include farming as an area of study. A comparative study of the customs and culture of the people of Iran could also be used. Third and fourth grade students would best learn from this story. The readability level is low, and the interest level is high. Good information for a third and fourth grade student can be found in this book.

Corollary Reviews:

None

Location:

St. John the Baptist School

EDWIN TUNIS Indians

151 pp. World 1959 LCCCN 59-7744

Review:

Illustrated by Edwin Tunis. Approximately 245 drawings of tools, weapons, household utensils, clothing, and shelters of every major tribe or group are illustrated by the author. He discusses a variety of tribal customs and religious ceremonies. Tunis recreates the past way of life for the Chippewa, Iroquois, Natchez, Nootka, Mandan, and Hopi Indians.

Implementation:

The excellent illustrations in this book can be of interest to both the young and older reader. This book can be implemented into a fourth grade social studies program that includes an area of study on farming regions. The readability is high as is the interest level. However, much information can be comprehended by the younger reader because of the illustrations presented by the author.

Corollary Reviews:

Chicago Sunday Tribune p. 4 Ag 9'59 100W
Horn Bk 35:297 Ag '59 110W
Kirkus 27:355 My 15'59 80W
NY Herald Tribune Bk R p 10 F21'60 (200W)
NY Times Bk R p. 20 Jl 12'59 280W
San Francisco Chronicle p. 15 Ag 30'59 100W
Sat R 42:33 Ag 22'59 90W
Social Educ 24:45 Ja'60 40W
Wis Lib Bul 55:360 Jl '59

Location:

LaSalle Branch Library

FRANCES E. WOODS Enchantment of America, Lakes, Hills and Prairies

92 pp. Childrens Press 1962 LCCCN 62-9077

Review:

The middlewestern states which include Illinois, Indiana, Michigan, Ohio, Minnesota, and Wisconsin are discussed by the author in this book. There is a comparison to the land as it is now to what it used to be. The ice age, great lakes, and the mighty Mississippi are but a few of the topics about which the author writes. Life in the lake states which includes natural resources, farming and dairying, mining, manufacturing and industry and many more could be very interesting and informative to the young reader. Many of the areas of historical interest are noted by the author. Maps and pictures and a glossary are all included in the book.

Implementation:

This book can be used in grades four through six. The readability is low but the interest level is high. A comparative study can be used with this book. Areas in farming, manufacturing and industry could be used in a comparative study involving different areas of the world. The maps, pictures, and glossary will help the reader better understand the information presented in this book.

Corollary Reviews:

None

Location:

LaSalle Branch Library

ERICK BERRY The Land and People of Finland

126 pp. Lippincott 1959 LCCN 58-59935

Review:

Finland is described by the author as the land that rose out of the sea. Though Finland is not geographically part of the great Scandinavian Peninsula and prefers not to be called Scandinavian, the author states how difficult it is to separate her completely from her sister countries. Finland's relations with Sweden and Russia are noted by the author. The future of Sweden and its many races provide interesting reading for the young reader.

Implementation:

High average fourth grade readers would benefit from reading this book. A fourth grade social studies program that includes a unit on ocean regions as a section of study could use the information in this book as a part of a comparative study on ocean regions.

Corollary Reviews:

None

Location:

St. John the Baptist School Library

ALLAN CARPENTER Enchantment of America, California

96 pp. Childrens Press 1978 ISBN 0-516-04105-3

Review:

Carpenter highlights a historical and geographical description of the state of California. He gives an account of the people who have lived there and what they contributed to the growth of the state. California is described by Carpenter as a "Land of Plenty" and discusses the agriculture and industry within the state. Many natural treasures of the earth are found in California, and Carpenter notes this in his book. There is a "Handy Reference Section," in the back of the book which includes: Instant Facts, Dates with History, Governors of California, and Thinkers, Doers, Fighters.

Implementation:

This book can be used effectively at the fourth grade level. An above average reader would be able to acquire more information than a low fourth grade reader when using this book. However, the pictures, illustrations, and maps in this book can be used by all of the intermediate grades for good information. This book can best be incorporated with a social studies text that deals with the areas that would include regional studies. The book can be used to reinforce the texts that would include the study of forest regions and ocean regions.

Corollary Reviews:

None

Location:

LaSalle Branch Library

BOB CONSIDINE <u>The Panama Canal</u>

179 pp. Random House 1951

Review:

Illustrated by Fritz Kredel. The Panama Canal is presented by the author as the canal is . . . and might be. He starts at the time of Christopher Columbus and continues to the present time. The starting of the railroad by the French and completed by the United States is discussed by Considine. The building of the Panama Canal and the men who participated in the project are noted by the author. A detailed description of the Panama Canal and how it operates is found in the last section of the book.

Implementation:

The young reader is introduced to the Panama Canal at a level of reading that he can enjoy and comprehend. This book can be implemented into a fourth grade social studies program that would include either ocean regions or trade regions as a part of its program. The readability level is low, and the interest level is high.

Corollary Reviews:

None

Location:

St. John the Baptist School

DELIA GOETZ Rivers

63 pp. Morrow 1969 LCCCN 69-15598

Review:

Rivers throughout the world are discussed by Goetz. She explores the rivers and summarizes for the young reader what she has learned about them. How a river is formed and the characteristics that may develop are explained by the author. The Yellow River in China, and the Potomac River in the United States are discussed in detail by Goetz. Man's abuse of rivers of the world are noted by the author. She states that there is hope for the future preservation of our natural waterways.

Implementation:

This book can be used by the average fourth grade reader to gain useful information about rivers at a level that he can understand. The readability level is low, and the interest level is high. The basic prictures and illustrations are a good reinforcing agent used by the author. Social studies texts that include an ocean region unit can very easily incorporate this book into that program.

Corollary Reviews:

Christian Science Monitor p. 138 N 6 '69 110W
Library Journal 95:232 Ja 15'70 120W

Location:

LaSalle Branch Library

PERCIE V. HILLBRAND The Norwegians in America

79 pp. Lerner 1968 LCCCN 67-15683

Review:

The author discusses the location, surface, climate, vegetation and the people of Norway. From the Vikings to the immigration to the colonies in America is traced by Hillbrand. The characteristics of the immigrants and causes for imigration are also noted by the author. Information in regards to the Norwegian settlements in the United States is discussed completely. Contributions to the American life and culture by the Norwegians are also discussed by the author.

Implementation:

High level readers in the intermediate grades would be better able to use this book. The interest level is high. A fourth grade social studies program that includes ocean regions or farming regions as a part of its study would be able to implement this book into the program. Good information on the land and people of Norway is presented by the author. The black and white photographs can help the young reader visualize much of what he reads in the book.

Corollary Reviews:

None

Location:

St. John the Baptist School Library

WILLIS LINDQUIST Alaska, The Forty-Ninth State

105 pp. McGraw-Hill 1959 LCCCN 59-11939

Review:

Illustrated by P. A. Hutchison. Alaska is traced by the author from the land of pioneers to the present time as the forty-ninth state of the United States. The untamed wilderness to the untapped riches of the earth are discussed by Lindquist. The selling of the Alaskan Colony by Russia to the United States is explained by Lindquist. Secretary of State, William H. Seward, completed the transaction of purchasing Alaska from Russia in March, 1867. The purchase price was 7,200,000 dollars. A section on Sewards' folly is presented in the book. Information regarding Alaskan expansion can be found in this book.

Implementation:

Grades three through six could easily acquire good information from this book. The readability level is low, and the interest level is high. This book can be implemented into a fourth grade social studies program that would include areas of study in ocean regions or trading regions. A comparative studies of fishing and natural resources with a different section of the world would also be feasible. The young reader can learn much about the state of Alaska by reading this book.

Corollary Reviews:

None

Location:

St. John the Baptist School Library

RECOMMENDED BOOKS FOR MANUFACTURING REGIONS

ISAAC ASIMOV How Did We Find Out About Coal?

64 pp. Walker 1980 ISBN 0-8027-6401-0

Review:

Illustrated by David Wool. Asimov traces the history of the discovery of coal in this book. He answers the many questions. Where does coal come from? How was it formed? What is the future of coal in our economy? He discusses how coal was used at the beginning of the Industrial Revolution. Early, as well as, present methods of coal mining is noted by the author.

Implementation:

The readability level of this book is high as is the interest level. Above average readers at the intermediate level might find this book rather difficult to read. However, the challenge for the advanced student would be beneficial to him. The information presented by the author is good and worth the extra effort by the young reader. This book can be implemented into a fourth grade social studies unit that includes either manufacturing or trade as a part of its study.

Corollary Reviews:

None

Location:

LaSalle Branch Library
St. John the Baptist School Library

NATALIE SAVAGE CARLSON Luigi of the Streets

41 pp. Harper & Row 1967 LCCCN 67-16479

Review:

The author creates a setting in Marseilles, France, that would compare to any large city in the world today. Luigi, the young Italian boy, encounters many problems on the Street of Strangers where he lives. His mother who is prejudiced against the Arabs and Gypsies adds to Luigi's problems. The young boy and his family experience and learn that prejudice is bad and that working together with other races could be rewarding. The hardships and love experienced by the family is the central theme of this book. A glossary can be found in the book that explains the words that would be foreign to the young reader.

Implementation:

This book can be implemented into a social studies program that would include units of study on trade, manufacturing and ocean regions. It can also be incorporated into a comparative study of different cultures. The large cities of the world have many of the problems discussed in this story and this book would be very beneficial to students in grades four through six. The readability level is low, and the interest level is high. The glossary is very helpful to the young reader.

Corollary Reviews:

None

Location:

St. John the Baptist School Library

ALLAN CARPENTER The New Enchantment of America, Illinois

96 pp. Childrens Press 1979 ISBN 0-516-04113-4

Review:

The author writes the history of the state of Illinois. Industry within the state is discussed. Chicago is noted as being the largest manufacturing center in the world. Agriculture is discussed by the author and Illinois is said to be a part of the bread basket of the world. Many famous Illinoians are brought to the attention of the young readers of this book. Maps and illustrations clarify much of the written information. The author concludes the book with a handy reference section.

Implementation:

An average reader at the fourth grade level can gain much information from this book. The book can be implemented into either a fourth or fifth grade social studies program. Since industry and agriculture are discussed in this book, a comparative study can be used with other regions of the world in this area. Much basic information is found in this book that will help the young student get a start on the understanding of the surrounding regions in comparison to his own.

Corollary Reviews:

Book Review List
Christian Century 80:1585 D 18'63
Common 79:239 N 15'63 30W
Library Journal 88:4471 N 15'63 60W

Location:

LaSalle Branch Library

LEORNARD EVERETT FISHER The Unions

62 pp. Holiday 1982 ISBN 0-8234-0434-X

Review:

Leornard Fisher writes and illustrates the way life in America changed because of the changing social structure. From the 19th century, to the present, the author presents the struggle of the wage earners who wanted their fair share. As Americans began seeking a better life, unions came into being. For years, unions were considered illegal. The men who were involved in the labor movement from William H. Sylvis and Frederick Douglass to Samuel Gompers and Eugene Debs, help tell the story of the movement as marked by strikes and riots. In spite of repeated setbacks, labor made it clear to business and government that they expected a decent standard of living. The American Federation of Labor was founded and on Monday, September 3, 1894, the first official Labor Day, a national holiday was signed into law by President Grover Cleveland to honor the American workers.

Implementation:

The readability level for this book is quite high. It can be used at the intermediate level by the more advanced readers. This is an excellent book that can be used to help the younger students understand the reasons unions were formed to help the working classes. Not only are unions in the United States discussed but in other countries as well. The industrial regions of the world as covered by many texts could use this book as a source of information on the beginning of unions.

Corollary Reviews:

None

Location:

LaSalle Branch Library

NEIL GRANT The Industrial Revolution

88 pp. Watts 1973 ISBN 0-531-00808-0

Review:

The author states that the Industrial Revolution began approximately around 1750. He noted that the time period given for the Industrial Revolution by historians was from 1750-1900. The Industrial Revolution began in Great Britain. The author discusses the shift from the rural areas to the city. Changing attitudes and opinions by the Europeans during the Seventeenth and Eighteenth centuries worked to the advantage of captalism and industrialization. The growth of industry in the United States is also presented in this book. Growth of industry proceeded hand-in-hand with the growth of the nation according to Grant.

Implementation:

A historical prospective of the Industrial Revolution can be achieved to the young reader who reads this book. The material would be difficult for an average fourth grade reader. However, the higher intermediate and low junior high student would benefit from reading this book. Implementation of this book would be successful in the areas of trade, manufacturing, and political regions.

Corollary Review:

Best Sell 33:428 D 15 '73 40W
Library J. 99:902 Mr 15'74 60W

Location:

LaSalle Branch Library

HELEN H. KING Willy

47 pp. Doubleday 1971 LCCCN 71-134990

Review:

The author tells the story of a ten year old beach boy who is one of six children. His father is deceased and he lives with his mother and grandmother. The fmaily is disturbed by a rat that roams the house and takes over the pantry. Willy is the name given to the rat who leads the young boy on a merry chase. Mr. Williams, a hardware store owner, tries to help him by telling him how to seal up the hole. He became a hero by his family's standards by catching the rat. Mr. Williams becomes his friend and helps him in many ways.

Implementation:

The readability of this book is at a low level, but the interest level is high. An average fourth grade student should be able to gain information and enjoyment from this book. This book can be implemented into any unit of study in a social studies program that does a comparative study of industrialized or manufacturing areas.

Corollary Reviews:

None

Location:

St. John the Baptist School Library

PATRICIA MILES MARTIN Friend of Miguel

45 pp. Rand McNally 1967 LCCCN 67-11317

Review:

Miguel is a young boy in Mexico who has a special love for a horse named Santiago. Miguel becomes very upset when the old vegetable peddler decides to move to Mexico City to be with his son. The author creates a heart warming story that evolves around the feelings of a young boy for a horse. Life in a small Mexican village sets the scene for this story. The relationship of family and friends in the Mexican culture are also noted by the author.

Implementation:

The book is applicable for either a high third or average fourth grade reader. The story and information in this book can be used in a social studies program that either studies cultural or industrial areas. There is a comparative study of large industry to the individual craftsman. Much information on how the Mexicans live in small villages and towns can be found in this book. Exposure to Spanish names and family life can be experienced by the young reader of this book.

Corollary Reviews:

None

Location:

St. John the Baptist School Library

RALPH MOODY Silver and Lead

40 pp. Macmillian 1961 LCCN 61-17259

Review:

Illustrated by Charles W. Walker. The story told in this book is of the first great American silver discovery, but it might well be the story of every discovery that followed. for they were very much alike. The author notes how a city sprang up, boomed until the mines had been stripped of their wealth, then became a ghost town. The illustrations help the young reader comprehend more clearly many of the ideas that the author wants to convey. A glossary can be found at the back of the book.

Implementation:

This book can be implemented into a fourth or fifth grade social studies program that includes units on manufacturing and industry. The readability level is low, and the interest level is high. The maps and illustrations will reinforce the learning information. The glossary which contains definitions of special words and terms which are not fully explained in the text and pictures is found at the end of the book.

Corollary Reviews:

None

Location:

LaSalle Branch Library

RECOMMENDED BOOKS FOR TRADING REGIONS

BERNADINE BAILEY Louisiana

26 pp. Whitman 1954 LCCCN 54-9944

Review:

Illustrations by Kurt Wiese. Bailey compiles information about the state of Louisiana. Of the total area of 48,522 square miles, she notes that 3,361 square miles are water. The manufacturing and trade in the state are noted by the author. Cotton is the largest crop and the early plantations are discussed in the book. The city of New Orleans is described by Bailey as the Crescent City because of its location on a crescent-shape bend of the river, 107 miles from the Gulf. The French Quarter, Jackson Square, and the Mardi Gras Festival are the attractions described by the author. The French influence on New Orleans is also explained by Bailey.

Implementation:

This is an excellent book for the young reader to begin his study on American History. It can be used as a comparative study of the different fifty states. Also, a fourth grade social studies class that includes units on trade regions and manufacturing regions could implement this book into its program. The readability level is low, and the interest level is high. Grades three through six could also use this book in a comparative study social studies program.

Corollary Reviews:

None

Location:

LaSalle Branch Library

GODFREY BLUDEN The Land and People of Australia

128 pp. Lippincott 1959 LCCCN 59-11140

Review:

Bluden writes of Australia as the "island continent" because it lies among great oceans, the Southern Ocean to the south, the Indian Ocean to the east. The Great Dividing Range is discussed by the author as Australia's most prominent feature. He also discusses rain as Australia's most precious commodity. Geologically, Bluden refers to Australia as the land of living fossils. He notes the different kinds of foilage and animals. William Farrar who produced a study strain of wheat that was especially suited to Australian conditions, helped Australia become one of the world's great granaries. The system of sending convicts to Australia and the first Australians being of British origin are discussed by the author. Australia as a leading trading country is noted in various sections of the book.

Implementation:

This is a very informative and interesting book that can help the young reader gain much information and pleasure. Grades four through six could benefit by having this book implemented into the social studies program that includes units on farming, politics, and trade as a part of its study. Grade four could best use this book for study in the area of trade regions. The readability level is low, and the interest level is high for the fourth grade student.

Corollary Reviews:

None

Location:

LaSalle Branch Library
St. John the Baptist School Library

J. DAVID BOWEN The Land and People of Peru

158 pp. Lippincott 1963 LCCCN 63-18502

Review:

The author discussed Peru in three sections; first, the coastal strip along the Pacific Ocean, second, the mountainous spine of the Andes called the Sierra, and third, the Montana, including the forested eastern slopes of the Andes and the jungle beyond. Peru remains predominately a mixture of Spanish and Indian people. The problem of bringing them together in effective collaboration is discussed by the author. The Indian peon or laborer and his way of life is described by the author. Peru belongs to the Latin American Free Trade Area which was set up in Montevideo, Uruguay, in 1960. Trade within this area is said to encourage the growth of industry because it will mean that many companies can sell their products throughout Latin America instead of Peru alone. Education and politics are also discussed in this book.

Implementation:

Grades four through six could use this book as a part of the social studies program that would include a comparative study of either Indians or cultural regions. Grade four could also include trade regions as a comparative study. Adequate information for the study of Peru can be found for the young reader in this book. The readability level is low, and the interest level is high.

Corollary Reviews:

None

Location:

St. John the Baptist School Library

ROBERT CARSE The Great Lakes Story

97 pp. Norton 1966 LCCN 67-18671

Review:

Robert Carse writes a story of the Great Lakes ships and the men aboard them. The author describes the ore boats loading at the Erie docks. A 1,800-mile round-trip voyage from the Soo Canal to Lake Superior is vividly described by the author. Turbulent waters, narrow channels, and other dangers on the lakes make interesting reading for the young reader. There are forty photographs that make the book more meaningful and help the young reader understand life aboard the ships.

Implementation:

The Great Lakes Story can be implemented into a fourth grade social studies program that would include areas on manufacturing, trade, and careers. This book can be used in grades four through six. The readability level is low, but the interest level is high.

Corollary Reviews:

None

Location:

LaSalle Branch Library

TED PHILLIPS Getting to Know Saudi Arabia

65 pp. McCann 1963 LCCCN 63-15550

Review:

Illustrated by Haris Petie. In this book, Phillips writes the story of a changing Saudi Arabia. He discusses the changes that have taken place in Saudi Arabia since oil was discovered in 1938. The author sees much of the development through the eyes of Hassan and Karimo, his Saudian friends. Many changes have taken place in Saudi Arabia, and the author expands on these changes.

Implementation:

The average fourth grade reader would benefit from the information in this book. A social studies program that includes a unit on trade would best be served by this book. A comparative study on the development of Saudi Arabia to Texas after oil was discovered could be of interest to the young reader.

Corollary Reviews:

None

Location:

LaSalle Branch Library

LOUIS L. SNYDER The First Book of the Soviet Union

98 pp. Watts 1959 LCCCN 58-10942

Review:

Snyder describes Russia as a high country covering over eight and a half million square miles. Her natural resources he says are enormous. The forests, minerals and rich deposits of gold are noted by the author. He compares old Russia before World War I to the new Russia after World War I. Many leaders of the Soviet Union and the government of the Soviet Union, both past and present, are noted by the author. A section on trade, industry and the armed forces supplies information that affect the lives of the Soviet people. The race in space along with the fall of Khrushchev is described as a power struggle taking place inside the Kremlin.

Implementation:

Snyder writes an informative book about the Soviet Union which could be of interest to the young reader. The readability level is low, but the interest level is high. A fourth grade social studies program that includes either political regions, trade regions or manufacturing regions as a unit of study could easily implement this book into the program. Many excellent pictures can help the reader compare Russia's lifestyle with that of another nation.

Corollary Reviews:

None

Location:

LaSalle Branch Library

EDITH G. STULL The Story of California

58 pp. Grosset 1968 LCCCN 67-23800

Review:

Illustrations by H. B. Vistal. Edith Stull writes of the many facets of California's resources, industry and people, and its exciting history, from the mission years to the present. Juan Rodriguez Cabrillo and Bartolome' Ferrelo, famous Spanish explorers, are discussed by the author. Father Junipero Serra and his expedition to California is noted by the author. The Spanish influence and Indian rebellion in California are explained by Stull. From the Mexican flag over California to the present government, much history is presented to the young reader. The state today is described by the author as the Golden State, the most popular of the fifty states.

Implementation:

Stull presents a book that can be used either in a third or fourth grade social studies program that includes areas in either trade or the comparative study of the fifty states. The readability level is low, and the interest level high. The information on the state of California is presented to the young reader in a way that he can read and enjoy.

Corollary Reviews:

None

Location: St. John the Baptist School Library

RECOMMENDED BOOKS FOR POLITICAL REGIONS

HELEN BAUER Hawaii, The Aloha State

177 pp. Doubleday 1960 LCCCN 60-8274

Review:

Helen Bauer introduces the young reader to Hawaii, the fiftieth state of the United States. She states that Hawaii is the first island state with eight small islands and more than fifty smaller islands. The volcanoes Mauna Loa and Haleakalo are discussed by the author. How the islands came to be is presented in a written form that young children can understand. Much information is provided on the land and its people. Early life, when Hawaii was ruled by a king is compared to Hawaii today as our fifieth state. Pineapple and sugar are noted by the author as the leading industry. Hawaii's climate and beautiful landscape has magic that the author believes draws and holds people to her shores.

Implementation:

Average readers from grades four through eight would enjoy this book. The study of the political systems from the period when Hawaii had kings to the present time is presented quite well by the author. This book could be implemented into a social studies program at the intermediate level. Political regions and manufacturing regions would best fit the area of study that this book should be used.

Corollary Reviews:

Booklist 56-688 J1 15'60
Chicago Sunday Tribune p. 10 S 18'60 90W
Library J. 85:2474 Je 15'60 60W
NY Her Trib Lively Arts p. 32 Ja 8'61 100W
Wis Lib Bul 56:227 J1 '60

Location:

LaSalle Branch Library
St. John the Baptist School Library

ALLAN CARPENTER The New Enchantment of America, District of Columbia

96 pp. Childrens Press 1979 ISBN 0-516-04151-7

Review:

Allan Carpenter writes a true story about Abraham Lincoln to set the scene for the remainder of his book. The weather and climate of Washington, D.C. are discussed by the author. A comparison of the District of Columbia as it was yesterday and as it is today is presented to the young reader in a written form that can be easily understood. The arrangement of the streets and many of the important features of the Capitol make interesting reading. A handy reference section and index are located at the end of the book.

Implementation:

Readers in grades four through eight would benefit from reading this book. The readability is at a low level, but the interest level is high. The implementation of this book can be best done with a social studies program that would include political regions as a part of its study.

Corollary Reviews:

None

Location:

LaSalle Branch Library

FRANCES CAVANAH Our Country's Story

64 pp. Rand McNally 1962 LCCCN 62-8045

Review:

Illustrated by Julia Keats. Cavanah presents the story of the United States from the time of Columbus to the present time. The famous explorers, Indians, and other famous Americans are discussed in this book. The success of Jamestown as a colony and the first Thanksgiving is discussed by the author. The students will discover how The Star Spangled Banner came to be written. Alaska and Hawaii along with the space age are presented to the young reader.

Implementation:

Our Country's Story is written for the average third grade student. The readability level is low, but the interest level is high. Young, good readers in the second grade could gain information from this book. Grades two through four could use this book as a part of their social studies program. Areas of study that include political regions as a part of the social studies program, could incorporate this book into the program. This is a simple but excellent book for the young reader to begin his study of the United States.

Corollary Reviews:

None

Location:

LaSalle Branch Library
St. John the Baptist School Library

ELIZABETH COATSWORTH The Sod House

64 pp. MacMillan 1954

Review:

Illustrated by Manning de V. Lee. The Traubel family migrates to America from Germany because of political persecution. The Traubels become upset with the slavery problem in the South. The family moves to Kansas to help fight slavery. Upon arriving, it was made know that they were not welcome. Isle and her mother had a brief encounter with an Indian who just suddenly disappears. The prairie is set on fire and the Traubels survive. Finally the rest of the wagon train arrives with the Emigrant Aid people. New friends and support give the Traubels more hope and courage.

Implementation:

Ages six through nine would enjoy this book. The German family who migrates to America to find freedom for themselves only find others who are being denied their freedom. This book can be implemented into a political unit in a social studies program at both the third and fourth grade levels.

Corollary Reviews:

Chicago Sunday Tribune p. 3 O 7 54 450W
Kirkus 22:481 Ag 1 '54 120W
San Francisco Chronicle p. 13 N14 '54 50W
Springf'd Republican p. 9C D 12 '54 60W

Location:

St. John the Baptist School

MARGARET FRISKEY Welcome to Japan

48 pp. Childrens Press 1975 ISBN 0-516-03708-0

Reivew:

Sketches by Axeman. Margaret Friskey introduces an easy-to-read informative book on Japan. Maps and illustrations are presented at a level that the young reader can enjoy and understand. The Meiji Shrine in Tokyo and why it was built is noted by the author. The author presents Tokyo as an interesting and beautiful city. Life in Japan is discussed. The Shino shrines and Buddhist temples are explained. The author introduces the tourist attractions of Japan. Things to do in Tokyo and a Japanese glossary are included in the book.

Implementation:

This book is not only interesting but very informative as well. The readability is low, and the interest level is high. Grades three through five would best benefit from this book. A comparative study of children around the world using this book could be helpful in a fourth grade social studies program. Also, if a unit on political regions is included in the text, this book could be used in a comparative study in that particular area.

Corollary Reviews:

None

Location:

St. John the Baptist School Library

MARGARET FRISKEY Welcome to Sweden

48 pp. Childrens Press 1975 ISBN 0-516-03709-9

Review:

Sketches by Lois Axeman. Margaret Friskey approaches the study of Sweden through a tourist's point of view. She visits Stockholm and describes it as a city joined by bridges. A picture of the Royal Palance and its history is noted by the author. She writes a vivid description of the tower in the Stockholm City Hall. Uppsala, Dalarna Providence, Mora, Abisko, and Kvikkjokk are but a few of the places she describes while traveling through Sweden. There are more than two hundred manor houses and castles scattered throughout the providence of Skane. A vivid description and pictures help the young reader enjoy this section of Sweden. A section on things to do in and around Stockholm is presented at the back of the book. Also, the book includes a glossary of Swedish words and phrases.

Implementation:

While the reading level is low, the interest level is high. Grades three through five could use this book as a part of their social studies program. This book could easily implement into a fourth grade social studies program that includes the study of different peoples around the world. Information on the Swedish people and their culture is found in this book.

Corollary Reviews:

None

Location:

LaSalle Branch Library
St. John the Baptist Library

MARGARET MOORE and JOHN TRAVERS MOORE The Little Band and the Inaugural Parade

34 pp. Whitman 1968 LCCCN 68-9121

Review:

The author creates a story about a small town in the United States. Cotton Corners, a small town, had nothing to be proud of until the Little Band came along. Six young musicians decide they want to march in the Inaugural Parade. The music teacher writes to the chairman of the parade committee and the Little Band receives an invitation to march in the parade. A mix-up takes place after they arrive in Washington and matters become very complicated for the Little Band. The Little Band marches last in the parade, but is invited by the President of the United States to play for him. A huge banner which read "Welcome to Cotton Corners, Home of the Little Band that played a Command Performance for the President of the United States", is waiting for the Little Band when they arrive home.

Implementation:

An average third grade reader and low fourth grade reader would benefit from this book. This book could be implemented into a social studies program that would include a unit either on political regions or a comparative study of people who live in small towns.

Corollary Reviews:

None

Location:

St. John the Baptist School Library

GEORGE MOREY Soviet Union, The Land and It's People

63 pp. Silver Burdett 1976 ISBN 0-356-05099-8

Review:

The author compiles information about the Soviet Union from its pople to the lay of the land. He discusses the early settlers and invaders. Home life, holidays and leisure, the role of the medic, education, heroes of the people, and many other areas are noted in this book. Lenin, Stalin, and the Great Romanous are some of the famcus Soviets discussed.

Implementation:

Morey presents to the young reader information on the Soviet Union at a level he can enjoy and understand. The readability level is low, and interest level is high. An average fourth grade student could benefit from this book. Grades four through six could implement this book into a social studies program that includes either political regions or farm regions. The excellent maps and reference section could help the young reader comprehend much of the information presented by the author.

Corollary Reviews:

None

Location:

LaSalle Branch Library

RICHARD B. MORRIS The First Book of the Constitution

68 pp. Watts 1958 LCCCN 58-8398

Review:

Richard Morris tells the story of the founding of a great document of freedom. The author compares the people of the past and the present, and what the Constitution meant to the people during that period of time. Many famous Americans who took part in the formation of the Constitution are discussed. The great strength of the Constitution is noted by the author. At the end of the book, the author presents a simplified outline of the Constitution of the United States.

Implementation:

The First Book of the Constitution is an excellent book to be used by students who are just beginning to study the Constitution. Much of the information is written for students at the fourth grade reading level. The readability is low and interest level is high. A simplified outline of the Constitution, which is found at the end of the book, will help the young reader have a much better understanding of the Constitution. Noted Americans who took part in the formation of the Constitution are presented at a level that the young reader will be able to understand. Areas of study that include political regions would be reinforced if this book were to be implemented into that particular social studies program.

Corollary Reviews:

Booklist 54:618 Jl 1'58
Hornbook 34:339 0'58 80W
Kirkus 26:355 My 15'58 80W
Library J. 83:2073 Jl 1'58 90W
NY Herald Tribune Bk R p. 9 Je 29'58
Wis Lib Bul 54:4444 5

Location:

LaSalle Branch Library

MARIE NEURATH <u>They Lived Like This in Old Japan</u>

32 pp. Watts 1966 LCCCN 67-10001

Review:

Evelyn Worboys is the artist. Neurath writes of the old Japan. She begins with the basic form of transportation in Japan which is the boat. The sea is important to the Japanese people as the fields alone cannot feed its many people. The growing of rice is discussed along with workers in the fields. The emperors of Japan and the rank of the people are noted by the author. Much information from the samurai to the great temples and shrines is available for reading in this book. An entire section on art and dance in old Japan is presented by the artist, Evelyn Worboys.

Implementation:

This book can be implemented into a fourth grade social studies program that includes an area of study of people of long ago. A comparative study of old Japan and the early pioneer could be very intersting. A political unit in a fourth grade social studies program could also use this book as a part of a comparative study on political regions. The readability level is high as is the interest level. Above average fourth grade students could acquire much of the information presented in the book by the author. The excellent sketches add to the visual learning in the book.

Corollary Reviews:

None

Location:

LaSalle Branch Library

LILLIE PATTERSON Martin Luther King, Jr. Man of Peace

96 pp. Garrard 1969 LCCCN 69-19152

Review:

Illustrated by Victor Mays. Lilli Patterson writes an inspiring life story of the late Martin Luther King, Jr. Highlights from King's life are noted and developed in a story that acknowledges his accomplishments in his fight for human rights. From the beginning of King's life in Atlanta, Georgia, to the end of his life in Memphis, Tennessee, the author emphasizes Luther King's love for the poor and oppressed. Love over hate was King's theme. The book tells of the famous dream and how he went about trying to make it come true.

Implementation:

This book can be implemented into a social studies program at the intermediate level. The readability level is low but the interest level is high. The book contains information that can serve students in the fourth through sixth grade. The students can relate to the experiences of other peoples of other nations who are striving for equality in their society. This book can best be implemented into a social studies program that would include the study of human rights or political regions.

Corollary Reviews:

Library Journal 95:4046 N 15
NY Times BK RV Pt 2 p. 44 My 4'69

Location:

St. John the Baptist School Library

IRENE SMITH Washington, D.C.

139 pp. Rand McNally 1964 LCCCN 64-10338

Review:

Illustrated by Emil Weiss. Beginning with the first paragraph of this book, the author states that she has a deep affection for our capital city and the country it represents. She does not pretend Washington, D.C. is a perfect place but tends to create a little affection for it in her young readers. It is the study of people who live in it and those who come and go. All of the information is presented in a narrative form. She gives a description of the complex mechanisms that made a democracy work. The memorials and artistic and cultural facilities are also noted by the author. A supply of realistic pictures accompanies the text.

Implementation:

Grades four through six would benefit from reading this book. The readability level is low, and the interest level is high. The book could be implemented into a fourth grade social studies program that would include areas of study in political regions and careers. The young reader can gain excellent information about our capitol and the people who live and work in the area.

Corollary Reviews:

Cook Wk p. 13 Mr 29'64 190W
Christina Science Monitor p. 5B My 7'64 60W
Commonweal 80:271 My 22'64 10W
Horn Bk 40:296 Je '64 90W
Library Journal 89:1454 Mr 15'64 70W
NY Timss Bk R p. 22 Mr 22'64 180W

Location:

LaSalle Branch Library

CORNELIA SPENCER <u>The Land of the Chinese People</u>

119 pp. Lippincott 1960 LCCCN 60-9780

Review:

Spencer discusses the time when China was cut off from all the rest of the world to now when she is the center of things. The visitors that came to China's shores are discussed along with the things they could take away. The Great Wall of China and the reasons for it being built is explained by the author. The first pages of Chinese history, plus the golden age of Kublai Khan, is presented by Spencer in the early section of Chinese history. The invasion of China by the West is discussed. This period is where trade and teaching are introduced to China by the West. How the Chinese people live, including family life, farming, shopping, education, and government, is noted by the author.

Implemertation:

Young readers can gain information about the people of China by reading this book. Grades four through six could use this book in a comparative study of cultural regions. A fourth grade social studies program that includes either trade regions or political regions as a part of the program could use this book as part of a comparative study program. The readability level is low, and the interest level is high.

Ccrollary Reviews:

None

Location:

St. John the Baptist School Library

PAUL I. WELLMAN Race to the Golden Spike

181 pp. Houghton Mifflin 1961 LCCCN 61-10632

Review:

Paul Wellman tells the story of the race between the Union Pacific Railroad and the Central Pacific Railroad to reach Promontory Point. From Sacramento the Central Pacific Railroad crossed the Sierras, driving tunnels through granite. From Omaha, Nebraska, the Union Pacific crossed the plains and then the Rockies. The author tells of the Chinese laborers from the West and the Irish immigrants and Civil War veterans from the East, who worked hard to reach the goal set by their employers. The last tie laid was of polished laurelwood and the last spike was of pure gold.

Implementation:

The events that led to the unity of the East and West in this country by the railroads are presented in this book in an informative and attractive way. The readability level is low, and the interest level is high. This book could be implemented into a social studies program at the fourth grade level in the area of political regions.

Corollary Reviews:

None

Location:

LaSalle Branch Library

CHAPTER III

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

According to Joyce - Ryan, the study of trade books can be used to improve the study of international or global education. The incorporation of textbook and trade books as a basis for studying social studies will help the young reader better understand the ways in which people, values, and cultures will be different. (Shreiber, 1984)

The text, Exploring Our World: Regions, by Follett Publishing Company, is the textbook to be used as a part of this project. The trade books selected and reviewed will follow the schema of the Follett textbook. Indiana University at South Bend Library has the necessary books and materials to provide in depth reviews of the books selected. This list of trade books is to be available to the pupils who are served by the LaSalle Branch Library, the St. John the Baptist School Library as well as the Indiana University at South Bend Library.

The six human use regions: forest, desert, farming, ocean, manufacturing and trading regions, as well as a political region, of the Follett text are used as a basis for selecting the trade books. Since the core of each unit of study is the family, many of the trade books to be selected will be part of a comparative study which includes family

life throughout the world. Also, the children in these books are about the same age as the children who are reading these books. According to Shreiber, these books can help children develop a positive self-concept. (Shreiber, 1982) Also, Allen indicates that global education should begin as early as possible because children quickly learn to stereotype other people. (Allen, 1981)

The book list presented in this study is limited as more books are available but the time element prevents further selection of books.

Conclusion

Knowledge can be expanded upon by the use of trade books in a social studies program. This study indicates that pupils would better understand the ways in which people, values and cultures differ if trade books would be a part of their social studies program.

The trade books selected to accompany Exploring Our World: Regions, can be used in a comparative study of the human use regional areas of forests, deserts, farming, oceans, manufacturing, and trading. Also, a political region can be expanded upon.

The librarians at all facilities are helpful and cooperative. The list of trade books created in this study will be given to each library. The recommended supplementary book

list by Follett cannot be used at either the LaSalle Branch Library or the St. John the Baptist School Library. Only one of the one hundred thirty-three books is avilable at both libraries. However, twenty-seven of these books can be found at the South Bend Main Library. The librarian will have a list and will prepare the books to be picked up upon request.

Many of the books on the supplementary reading list recommended by the Follett text are difficult to locate and some are out of print. Therefore, the trade books selected for this study will be trade books selected from the books available at the LaSalle Branch Library and the St. John the Baptist School Library.

Teachers and librarians by working together can help the young reader by recommending trade books and making available a list of trade books from which a selection can be made. Also, the book list can be updated if the teacher continues to expand his knowledge in the area of trade books that are available in social studies.

All pupils have the right to become competent citizens of our society. If trade books help young readers identify and better understand the ways in which people, values, and cultures differ, then the research in this project will be beneficial to teachers, librarians and most important - the young reader.

Recommendations

It is recommended that:

1. A list of the trade books selected for this study be provided to the LaSalle Branch Library and the St. John the Baptist School Library.
2. The pupils have available to them a list from which to select trade books in order to expand their knowledge in the area of social studies.
3. Elementary teachers should continue to update the trade book list.
4. Elementary teachers assume responsibility for integrating trade books into the social studies program.
5. Textbook publishers be more careful in selecting supplementary reading material.
6. Pupils should be taken to the library in their area and instructed in the use of the computer in locating books.

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ISAAC ASIMOV How Did We Find Out About Coal? 64 pp. Walker 1980 ISBN 0-8027-6401-0 (36)

BERNADINE BAILEY Louisiana 26 pp. Whitman 1954 LCCCN 54-9944 (44)

HELEN BAUER Hawaii, The Aloha State 177 pp. Doubleday 1960 LCCCN 60-8274 (55)

ERICK BERRY The Land and People of Finland 126 pp. Lippincott 1959 LCCCN 58-59935 (30)

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GODFREY BLUNDEN The Land and People of Australia 124 pp. Lippincott 1959 LCCCN 59-11140 (45)

J. DAVID BOWEN The Land and People of Peru 158 pp. Lippincott 1963 LCCCN 63-18502 (50)

NOELLE BRUN Micias Boy of the Andes 48 pp. Follett 1968 ISBN 0-695-45-704-7 (21)

NATALIE SAVAGE CARLSON Luigi of the Streets 141 pp. Harper & Row 1967 LCCCN 67-16479 (37)

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ALLAN CARPENTER Enchantment of South America, Brazil 88 pp. Childrens Press 1968 LCCCN 68-31311 (10)

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ROBERT CARSE The Great Lakes Story 97 pp. Norton 1966 LCCCN 67-18671 (51)

FRANCES CAVANAH Our Country's Story 64 pp. Rand McNally 1962 LCCCN 62-8045 (57)

ELIZABETH COATSWORTH The Sod House 64 pp. MacMillan 1954 (50)

BOB CONSIDINE The Panama Canal 179 pp. Random House 1951 (32)

JANE DUNCAN Brave Janet Reachfar 52 pp. Seabury 1975 ISBN 0-8164-3130-2 (22)

LEORNARD EVERETT FISHER The Unions 62 pp. Holiday 1982 ISBN 0-8234-0434-X (39)

MARGARET FRISKEY Welcome to Japan 48 pp. Childrens Press 1975 ISBN 0-516-03708-0 (59)

MARGARET FRISKEY Welcome to Sweden 48 pp. Childrens Press 1975 ISBN 0-516-03709-9 (60)

DELIA GOETZ Rivers 63 pp. Morrow 1969 LCCCN 69-15598 (33)

DELIA GOETZ Tropical Rain Forests 64 pp. Morrow 1957 LCCCN 57-6083 (11)

EUGENE GORDON Saudi Arabia in Pictures 64 pp. Sterling 1973 ISBN 0-8069-1168-9 (17)

MARIE and DOUGLAS GORSLINE North American Indians 30 pp. Random House 1977 ISBN 0-394-83579-9 (23)

RUTH MORRIS GRAHAM The Happy Sound 28 pp. Follett 1970 ISBN 0-695-83676-5 (24)

NEIL GRANT The Industrial Revolution 88 pp. Watts 1973 ISBN 0-513-00808-0 (40)

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PERCIE V. HILLBRAND The Norwegians in America 79 pp. Lerner 1968 LCCCN 67-15683 (34)

CARL S. HIRSCH Famous American Indians of the Plains 93 pp. Rand McNally 1973 ISBN 0-528-82475-9 (25)

CHARLES R. JOY Getting to Know the Sahara 64 pp. Coward-McCann 1963 LCCCN 63-7[illegible]1 (18)

WILLIAM W. JOYCE and FRANK L. RYAN Social Studies and the Elementary Teacher: Promises and Practices 182 pp. National Council for Social Studies 1977 ISBN 0-87986-014-6 (1, 5)

GEORGE H. T. KIMBLE and RONALD STEEL Tropical Africa Today 120 pp. McGraw-Hill 1966 BABA 75432106987 (12)

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PATRICIA LAUBER Junior Science Book of Volcanoes cip 63 pp. Garrard 1965 LCCCN 65-18539 (13)

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PETER H. MARTORELLA Social Studies Theory Into Practice 436 pp. Harper & Row 1976 ISBN 0-06-044232-8

ALICE MARTENS Children of the Kalahari 42 pp. Bobbs-Merrill 1966 LCCCN-AC 66-10941 (20)

PATRICIA MILES MARTIN Friend of Miguel 45 pp. Rand McNally 1967 LCCCN 67-11317 (42)

RALPH MOODY Silver and Lead 40 pp. MacMillan 1961 LCCCN 61-17259 (43)

MARGARET MOORE and JOHN TRAVERS MOORE The Little Band and the Inaugural Parade 34 pp. Whitman 1968 LCCCN 68-9121 (61)

GEORGE MOREY Soviet Union-The Land and It's People cip 63 pp. Silver Burdett 1976 ISBN 0-356-05099-8 (62)

RICHARD B. MORRIS The First Book of the Constitution 68 pp. Watts 1958 LCCCN 58-8398 (63)

JOHN W. MOYERS Famous Indian Chiefs 86 pp. Donohue 1957 LCCCN 57-8406 (26)

PHYLLIS NAYLOR A New Year's Surprise 31 pp. Burdett 1967 LCCCN 67-16758 (27)

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PAUL I. WELLMAN Race to the Golden Spike 181 pp. Houghton Mifflin 1961 LCCCN 61-10632 (68)

FRANCES E. WOODS Enchantment of America, Lakes, Hills and Prairies 92 pp. Childrens Press 1962 LCCCN 62-9077 (29)

The following supplementary books are recommended in the Follett text. The list consists of 133 books. Of this, only 27 are available at the Main Branch of the South Bend Library.

SUPPLEMENTARY READINGS

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BLEEKER, SONIA. The Navajo-Herders, Weavers, and Silversmiths (Morrow) 1958. An excellent book, filled with information that develops a sympathetic understanding of the old ways of life and problems of adjusting to the new.

BUEHR, WALTER. The Magic of Paper (Morrow) 1966. History of papermaking.

CARPENTER, ALLAN. Enchantment of Louisiana (Childrens Press) 1967. History, settlement, resources, industry, agriculture and cities of Louisiana.

CARPENTER, ALLAN. Oregon: From Its Glorious Past to the Present (Childrens Press) 1965. Covers history, settlement, industry, etc.

COLBY, G. G. Space-Age Spinoffs (Coward) 1972. A look at technology and its advances today.

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COPELAND, PAUL W. The Land and Peole of Libya (Lippincott) 1967. Can be used by above average readers for reports.

DARLING, LOUIS. Kangaroos and Other Animals With Pockets (Morrow) 1958. Life of marsupials.

EARLE, OLIVE L. State Trees (Morrow) 1973. Gives illustrations and aids to identification of trees.

EBERLE, IRMENGARDE. Grasses (Walck) 1967. Shows importance of grasses to life.

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